DOCUMENT RESUME

ED 407 727 EA 028 356

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TITLE The Transformational Leadership for School Effectiveness and Development in the New Century.
PUB DATE Jan 97
NOTE 34p.; Paper presented at the International Symposium of Quality Training of Primary and Secondary Principals toward the 21st Century (Nanjing, China, January 20-24, 1997). Figures contain faint and broken print.
PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Administrator Effectiveness; *Educational Environment; *Educational Planning; Elementary Secondary Education; Foreign Countries; *Leadership; *Leadership Styles; Leadership Training; Management Development; Principals; Role of Education; *School Effectiveness
IDENTIFIERS *Hong Kong; *Transformational Leadership

ABSTRACT

This paper describes why and what transformational leadership is needed to pursue school effectiveness and development in the rapidly changing education environment and in the coming new century. The paper first discusses the challenges to school leadership and the need for new leadership in light of the pursuit of school effectiveness and the worldwide educational reform trends. The paper next draws on recent research on principals' leadership in Hong Kong schools to make observations about leadership and school development, in both local and international contexts. The paper then illustrates the shifts of leadership concepts and explains why transformational leadership is so critical to meeting educational challenges in the changing environment. The next section illustrates the concept of transformational leadership and its relationship to school-based management, strategic management, and school effectiveness. The final section offers recommendations to help school principals practice transformational leadership and achieve long-term school effectiveness, one of which is to establish a principal center for leadership learning and development. Two tables and one figure are included. (Contains 45 references.) (LMI)

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ED 407 727

The Transformational Leadership for School Effectiveness and Development in the New Century

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Paper presented at the International Symposium
on Quality and Training of Primary and Secondary Principals Towards the 21st Century
organized by State Education Commission of the People's Republic of China
and supported by the United Nations Educational, Scientific, and Cultural Organization
(UNESCO).

Nanjing, China,

20-24, January, 1997.

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The Transformational Leadership for School Effectiveness and Development in the New Century

(abstract)

This paper will present why and what transformational leadership is needed to pursue school effectiveness and development in the rapidly changing education environment and in the coming new century. First, the challenges to school leadership and the need for new leadership will be discussed in the light of the pursuit of multiple school effectiveness and the worldwide educational reform trends. Based on the recent research on principals' leadership in Hong Kong schools, some important insights will be drawn for leadership development and school development particularly in both local context and international contexts. Then the paper will illustrate the shifts of leadership concepts and explain why transformational leadership is so critical to meeting educational challenges in the changing environment. The conception of transformational leadership and its relationship to school-based management, strategic management, and school effectiveness will be illustrated and explained. Finally, a number of implications will be proposed for school principals to practice transformational leadership and achieve long-term and multiple school effectiveness. Establishing a principal centre for leadership learning and development will be a major direction.

The Need for Transformational Leadership

Currently, there are numerous challenges to our school principals due to the changing education environment, the trends of educational reforms, and the pursuit of multiple school functions in the new century.

Changing Education Environment.

During the 1980s and 1990s, the society and the education environment have changed very quickly not only in Hong Kong, but also in the Asia-Pacific regions. Particularly in Hong Kong or Mainland China, educational goals become more complex and uncertain; educational tasks become more difficult and demanding; expectations from the public are

higher; input quality of students and teachers is more diverse; school accountability to the public is heavier than any time before. A number of educational policies have been initiated to demand changes not only in teaching method and curriculum but also in school management and organization (Education Commission, 1984-1995; Education and Manpower Branch, 1991) in Hong Kong and different parts of the world. All these inevitably become challenges to the leadership of school principals when they are pursuing school effectiveness and education quality in such as a rapidly changing environment.

Trends of Educational Reforms.

Currently, numerous education reforms and school restructuring movements are going on to pursue educational effectiveness not only in the West such as Canada, USA, and UK, but also in the Asia-Pacific region such as Australia, New Zealand, Mainland China, and Hong Kong. The search of effective schools, the shift to school-based management, the emphasis on development planning in school, the assurance of school education quality, and the implementation of various school restructuring programs are typical examples of efforts on reform movements. From these reforms, several trends exist and challenge school leadership (Cheng, 1996a):

- *From improvement to development*: In the school improvement tradition, it is often assumed that school goals are clear and static and schools should be improved if they cannot achieve these goals successfully. But nowadays, educational environments are changing very quickly and school goals are not so clear and unchanging anymore. In order to adapt to the changing environments, there is a strong need to continuously develop nearly every important aspect of the school. Therefore there is a shift from the remedial concept "school improvement" to the formative concept "school development".
- *From quantity to quality*: A clear shift can be seen from education quantity to education quality. People are not satisfied only with the quantity of educational service provided in the school. They are more concerned about the quality. Whether the quality of school education can meet the high and diverse expectations of school constituencies, and how it can be enhanced and assured become key issues in most of the current educational reforms;

- *From maintenance to effectiveness*: Traditionally, people are more concerned about problems happening in schools, and they make great efforts to avoid troubles and maintain normal school functioning. They often ignore whether schools are effective or not. But now, there is a shift of emphasis from school maintenance to school effectiveness. Maintaining daily functioning is not sufficient to satisfy the need for high quality school education. The present school reforms aim at maximizing school effectiveness to serve diverse educational needs;
- *From external control to school-based management.* The traditional centralized management often ignores school-based needs. It is found to be ineffective and too rigid to develop school-based initiative and meet changing school-based needs. In current school reforms, decentralization of power from the central authority to the school level, school autonomy and self management, and participation of school constituencies are strongly encouraged to facilitate the school-based initiative for school development and effectiveness; and
- *From simplistic techniques to sophisticated technology*: Traditionally, it is often assumed that school goals are obvious, static, and standard, given by the central education authority. Therefore, there is no strong need to use any sophisticated management technology to deal with impacts from the changing environments. But nowadays, following the above shifts in reforms, the use of sophisticated technologies such as the technology of strategic management, development planning, participative management, and quality assurance, is strongly emphasized and promoted in schools.

Responding to these trends and developments in educational reforms and school changes, there is a strong need for a new school leadership that can initiate, support and facilitate transformation and development in school to pursue long term effectiveness.

The Pursuit of Multiple School Functions.

According to the educational goals issued by Education & Manpower Branch (1993), Hong Kong schools and their support services should aim to deliver the following services (pp.14-22):

1. To the individual, "every school should help all its students, whatever their ability, and including those with special educational needs, to develop their potential as

fully as possible in both academic and non-academic directions"(p.14), including literacy, numeracy, learning skills, practical and technical skills, social, political and civic awareness, personal growth, physical development, and aesthetic and cultural development; and

2. To the community, "school education should aim to meet the community's need for people who can contribute to Hong Kong's social and economic development" (p.14).

Consistent with the above goals of school education, there are different types of implicit or explicit functions of schools particularly in the 21st century. These potential school functions can be classified into five types: technical/economic functions, human/social functions, political functions, cultural functions, and educational functions, at the individual, institutional, community, societal, and international levels, as shown in Table 1 (Cheng, 1996a). In other words, schools can contribute to the developments of the economic (technical), social, political, cultural, and educational aspects from individuals to international communities in the new century. (For further explanation of the multiple school functions, see Appendix 1)

If we believe, Hong Kong and Mainland China will be one of the most important driving forces of the rise of the whole Asia-Pacific region in the new century, our schools will play a critical role in formation of this force. Pursuit and Achievement of the above mentioned multiple school functions will be necessary. Obviously, it is not a easy task to pursue multiple school functions and effectiveness. Again, it becomes a critical challenge to the leadership of our school principals.

The challenges from the changing education environment, the recent trends of educational reforms, and the pursuit of multiple school effectiveness demand our school principals to have a new set of leadership beliefs and competence that can transform the old and traditional constraints, facilitate educational changes, and develop appropriate school environment for teachers and students to work, learn, and develop effectively. We need transformational leadership to face educational challenges and pursue long-term and multiple effectiveness in primary and secondary schools.

Table 1. Multiple School Functions at Multi-levels in the New Century

	Technical/ Economic Functions	Human/ Social Functions	Political Functions	Cultural Functions	Educational Functions
Individual (students, staff, etc.)	• Knowledge & skills training • Career training • Job for staff	• Psychological developments • Social developments • Potential developments	• Development of civic attitudes and skills	• Acculturation • Socialization with values, norms, & beliefs	• Learning how to learn & develop • Learning how to teach & help • Professional development
Institutional	• As a life place • As a work place • As a service organization	• As a social entity/system • As a human relationship	• As a place for political socialization • As a political coalition • As a place for political discourse or criticism	• As a center for cultural transmission & reproduction • As a place for cultural re-vitalization & integration	• As a place for learning & teaching • As a center for disseminating knowledge • As a center for educational changes & developments
Community	• Serving the economic or instrumental needs of the community	• Serving the social needs of the community	• Serving the political needs of the community	• Serving the cultural needs of the community	• Serving the educational needs of the community
Society	• Provision of quality labor forces • Modification of economic behavior • Contribution to the manpower structure	• Social integration • Social mobility/ social class perpetuation • Social equality • Selection & allocation of human resources • Social development & change	• Political legitimization • Political structure maintenance & continuity • Democracy promotion • Facilitating political developments & reforms	• Cultural integration & continuity • Cultural reproduction • Production of cultural capital • Cultural revitalization	• Development of the education professions • Development of education structures • Dissemination of knowledge & information • Learning society
International	• International competition • Economic cooperation • International trade • Technology exchange • Earth protection • Sharing information	• Global village • International friendship • Social cooperation • International exchanges • Elimination of national /regional /racial /gender biases	• International coalition • International understanding • Peace/ against war • Common interests • Elimination of conflicts	• Appreciation of cultural diversity • Cultural acceptance across countries/regions • Development of global culture	• Development of global education • International education exchanges & cooperation • Education for the whole world

Insights from Research on Principals' Leadership in Hong Kong Schools

In these few years, there have been some important studies of principals' leadership in Hong Kong primary and secondary schools. The major findings of 10 studies are summarized in Table 2.

Nearly all the findings of the 10 studies support the importance and contribution of principal's leadership to school performance, teacher work performance, and student educational performance. Specifically, the following insights can be summarized from these research projects:

1. School principals can lead to open school climate or positive principal-teacher relationship;
2. School principal's leadership can develop teachers' professionalism, esprit, and sense of community;
3. School principals can influence teachers' organizational commitment, job satisfaction, and work attitudes;
4. School principal's leadership can make a difference in students' learning attitudes and affective and academic learning outcomes, even in a "low academic achievers" school;
5. A strong and balanced leadership in the structural, human, political, cultural, and educational dimensions is critical for school effectiveness; and
6. School principals need strong support in leadership learning and development for professional growth.

(Appendix 2 provides some illustrations of the findings of Chan, Cheng, & Hau (1991), Cheng (1991), Chan & Cheng (1993), Cheng (1994a) for further information)

Table 2. The Findings of Research on Principals' Leadership in Hong Kong Schools

Research Project	Samples	Principal's Leadership studied	Key Findings
Cheng (1991)	• 64 aided secondary schools; • 627 teachers	• Relationship • Initiating structure	• Principal's leadership is strongly related to organizational climate and organizational effectiveness; • Higher relationship and higher initiating structure is preferable
Yuen & Cheng (1991)	• 50 aided secondary schools • 306 teachers	• Eight types of managerial behaviors	• Both supportive leadership and instrumental leadership are related to teacher's affective commitment to school • This relationship can be moderated by the teacher's professional orientation and task significance
Chan, Cheng, & Hau (1991)	• 197 aided secondary schools; • 2,000 teachers	• 20 managerial behaviors	• Nearly all of the managerial behaviors are strongly related to teachers' and principals' satisfaction with the principal-teachers relationship in school
Chan & Cheng (1993)	• 60 aided secondary schools • 756 teachers	• Instructional leadership with 12 dimensions	• Instructional leadership of principals is characterized by providing incentives for learning, enforcing academic standard, and maintaining high visibility; • All the 12 instructional leadership dimensions are correlated with teachers' sense of efficacy, sense of community, and professional interest; • Public examination results are better in schools of effective instructional leadership
Cheng, et al. (1994)	• 53 aided secondary schools • 1,500 teachers • 35,000 students	• Instructional leadership with 12 dimensions	• Most instructional leadership dimensions are strongly related to students' academic achievements (standard tests and public exams) and social and personal developments longitudinally.
Cheng (1994a)	• 190 primary schools • 678 classes • 21,600 students • 3,877 teachers	• Five dimensions of leadership: structural, human, political, cultural, & educational	Strong leadership in the five dimensions is strongly related to: • Organizational performance • Teachers' individual and group performance • Students' individual and class performance
Kwok, Lo, Ng, & Cheng (1994)	• 152 aided secondary school principals	• Five dimensions of leadership • Management difficulties • Confidence, efficacy, & satisfaction	• There seems to be three stages of principal development: new (1-2yrs), slightly experienced (3-5), and experienced (6 or above) • The development patterns of these 3 groups of principals are different in terms of leadership dimensions, management difficulties, confidence, efficacy, and satisfaction • The slightly experienced principals might feel more problems in leadership
Chan, Cheng, Yip (1994)	• 3 low academic achiever schools	• Contribution of the five leadership dimensions to school improvement	• A strong and balanced leadership can make a difference in low academic achiever school.
Shum & Cheng (in press)	• 39 woman principals • 321 teachers	• Five dimensions of leadership • Sex-role orientation	• The five leadership dimensions and androgynous orientation are positive and strong predictors to teachers' work attitudes.
Chui (in press)	• 48 secondary schools • 548 teachers	• relationship of vision to five leadership behaviors	• There is a strong relationship of vision to communication of values, empowerment f teachers, people orientation, teacher professional development, & structural leadership

The Shift of School Leadership Concepts

Some of the above findings of leadership research represent a shift of school leadership concept from a simplistic model to a more comprehensive and dynamic conception. Leadership as studied through traditional theories such as the Ohio State University studies (e.g., Halpin, 1966), the managerial grid model (Blake & Mouton, 1985), and the contingency theories (e.g., Fiedler, 1967, 1971; Hersey & Blanchard, 1972; House, 1971) is often assumed to occur between a leader and a face-to-face group in a steady situation where a task is given to complete in a relatively short time period (Hampton, Summer & Webber, 1987). Inevitably, some limitations exist in these traditional theories:

Limitations of Transactional Leadership.

Explicitly or implicitly, the theory often focuses on the transactional process in which a leader gives something to followers in exchange for their satisfactory effort and performance in the task. As a transactional leader, he/she tends to survey followers' needs and clarify for them how their needs can be fulfilled in exchange for their performing task, and set goals for them on the basis of the effort he/she can expect from them (Bass, 1985). In terms of Zaleznik's (1977) category, a transactional leader is a manager but not a leader.

The traditional leadership theory concentrates on leaders' management techniques and interpersonal skills. This conception assumes that leaders should adapt their behavior to the situation, do not question the goals of their organizations, do not expect their followers' performance beyond the ordinary limits, and do not transform the situation nor their followers' beliefs, values, attitudes, motives, and confidence. It seems that an organization has no hope to be excellent under transactional leadership (Bass, 1985).

Limitations of the Contingency Theories.

The contingency theories assume that the relationship between leadership style and organizational outcomes is moderated by situational factors, and therefore the outcomes cannot be predicted by leadership style unless the situational variables are known. They suggest that leaders have to adapt their behavior to the situation and should not change the situation. For example, leaders' styles have to fit the followers' characteristics such as needs,

arousal levels and current competency etc. Therefore, these theories may not be true for those leaders who can transform the situations (Bass, 1985; Bennis, 1984).

Alternative Perspectives of Leadership

Responding to the above drawbacks of the traditional theories, there are alternative perspectives of school leadership.

1. *Transformational Leadership*. A new perspective of transformational leadership is emerging (Bass, 1985; Bennis, 1984; Tichy & Ulrich, 1984; Zaleznik, 1977). This perspective argues that a school leader is one who not only adapts his/her behavior to the situation but also transforms it. A school leader is more than a manager (Zaleznik, 1977). A school leader is proactive about future school goals, shaping school members' beliefs, values, and attitudes and developing options for future, while a manager is reactive about school goals, using transactional approach to motivate his/her staff.

A transformational leader is also a cultural leader. He or she has to clarify the ambiguity and uncertainty in school functioning or about school's future. He or she helps school constituencies to develop school mission and goals. The process of goal development and clarification can contribute to motivating and influencing school constituencies. According to Bass (1985), a transformational school leader is one who motivates people to do more than they are originally expected to do by any one of the following ways:

- Raising their level of awareness and consciousness about the importance and value of designated outcomes, and ways of reaching them;
- Getting them to transcend their own self-interest for the sake of the school, or large policy; and
- Altering their need level on Maslow's (1943) hierarchy or expanding their portfolio of needs and wants from low level (e.g., physiological or safety needs) to high level (e.g., esteem or self-actualization needs).

From this perspective, school leadership is not only a process to influence the behavior of school members but also their attitudes, values, and beliefs; not only individual members but also the whole school; not only the goal achievement but also goal development and culture building in school.

2. *Five Leadership Dimensions.* The traditional conception-- duality of leadership with the concern for people and the concern for task --may be too simplistic and not sufficient to perform transformational leadership. Based on Bolman & Deal (1991b) and Sergiovanni (1984), Cheng (1994a) proposed a model of five dimensions of school leadership that is more comprehensive and can contribute to transformational leadership in school. These dimensions are described as follows:

- Human leadership -- The school leader is supportive, fosters participation, enhances staff commitment and satisfaction, and encourages positive interpersonal relationship;
- Structural leadership -- The school leader thinks clearly and logically, develops clear goals and policies, holds people accountable for results, and provides suitable technical support to plan, organize, coordinate, and implement policies in school;
- Political leadership -- The school leader is persuasive and effective at building alliances and supports and resolves conflicts among school constituencies;
- Cultural leadership -- The school leader is inspirational and charismatic, and builds a school culture which transforms the mission, values, and norms of individuals or groups; and
- Educational leadership -- The school leader encourages professional development and teaching improvement, diagnoses educational problems, and gives professional opinions and guidance to school instructional matters.

Transformational Leadership for School Effectiveness

Based on the above new ideas of leadership, we can further develop the conception of transformational leadership for school effectiveness, particularly with reference to the recent developments of school-based management and strategic management in Hong Kong schools.

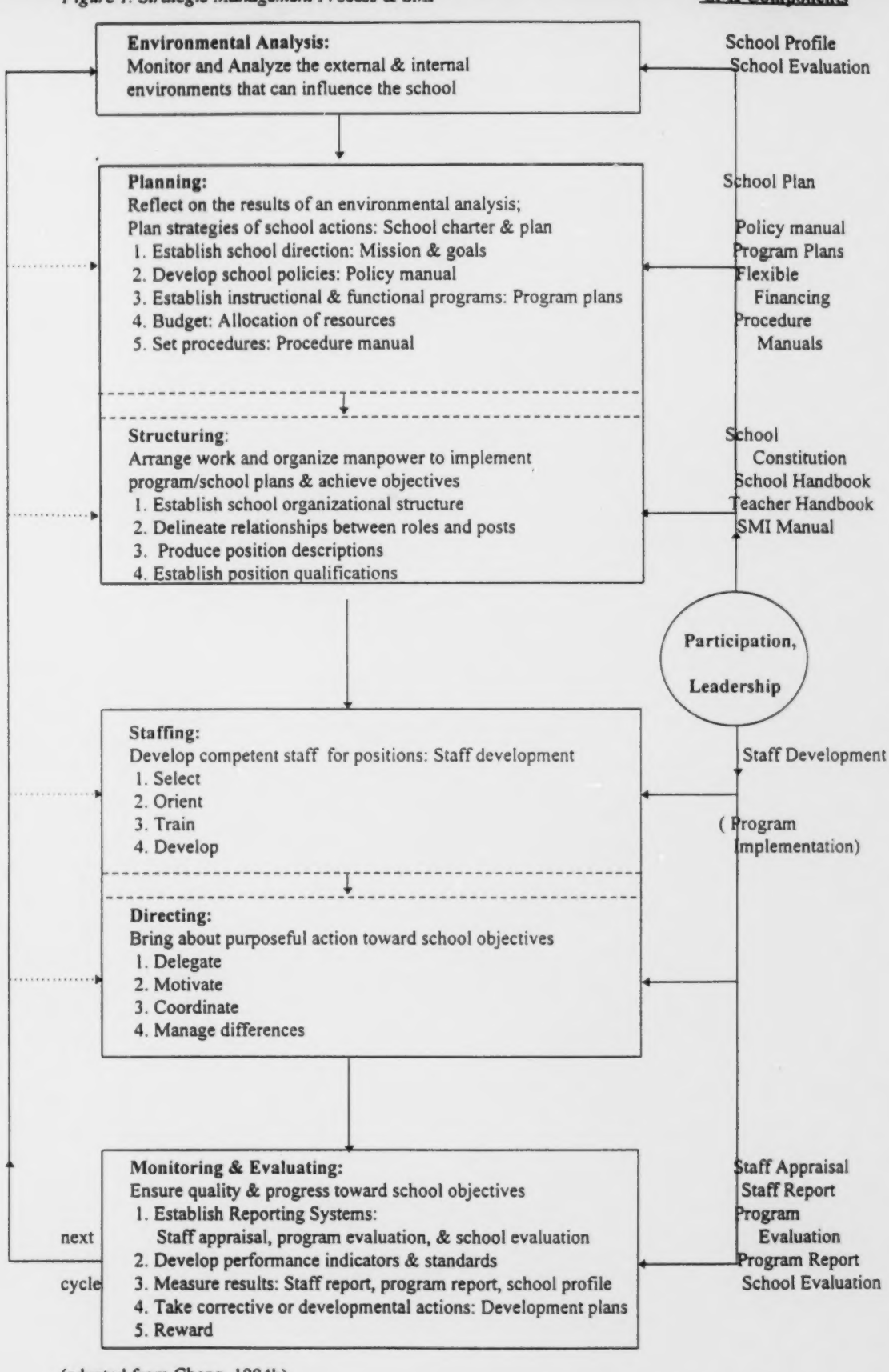
SMI as School-based Management & School Strategic Management

The School Management Initiative (SMI, Education and Manpower Branch and Education Department, 1991) is a form of school-based management recently implemented in Hong Kong, that aims at creating conditions for the school to be responsive to the changing internal and external environments, to develop and achieve its goals and to have organizational development and learning (Cheng, 1993, 1994b). SMI can be conceptualized as a process of strategic management including four stages: environmental analysis, planning and structuring, staffing and directing, and monitoring and evaluating, as shown in Figure 1 (Cheng, 1995, 1996a). In each stage of the management process, the contribution of participation and leadership is important and necessary. This strategic management process is a cyclic learning process or a development planning process that contributes to continuous improvement and development at the individual, program/ group, and whole school levels. In other words, SMI, if conceptualized as strategic management, can provide a systematic and cyclic mechanism for schools to continuously learn from actions and environments, develop school goals and members, transform existing constraints, improve school practice, and pursue multiple school effectiveness and education quality.

To a great extent, strategic management is a mechanism that can create continuous transformation and development in school. Therefore, transformational school leadership should be the type of leadership that can contribute to the initiating, developing, and maintaining of strategic management process in school.

Of course, the conceptions of strategic management and transformational leadership can be applied to both SMI and non-SMI schools and to Hong Kong schools or Mainland China schools.

Figure 1. Strategic Management Process & SMI



(adapted from Cheng, 1994b)

The Five Dimensions of Transformational Leadership

From the insights of the shift of school leadership concepts, we may consider to conceptualize transformational leadership in terms of the five leadership functions and the above strategic management process. The conceptualization of transformational leadership can be illustrated by a matrix as shown in Table 3.

Table 3 The Conceptualization of Transformational Leadership in School

Strategic Management Process	Transformational Leadership in School				
	Technical Leadership	**Human Leadership**	**Political Leadership**	**Cultural Leadership**	**Educational Leadership**
Environmental Analysis					
Planning & Structuring					
Staffing & Directing					
Monitoring & Evaluating					

The transformational leadership is assumed as a multi-functional process including technical leadership, human leadership, political leadership, cultural leadership, and educational leadership, that contribute to initiating, developing and maintaining each stage of the strategic management process. As shown in Table 3, each column of the matrix represents the contribution of one function of leadership to each major stage of the strategic management process. The whole matrix represents the contributions of the five dimensions of leadership to the entire strategic management process. This matrix conception suggests that transformational leadership is a complex conception involving five different dimensions of leadership and four different stages of strategic management process. The following parts will explain how the five functions of transformational leadership can contribute to strategic management in detail (Cheng & Yuen, 1996).

1. The Contribution of Technical Leadership

The technical leadership emphasizes providing suitable technical support to plan, organize, coordinate and implement teaching and learning activities in the school. Technical leaders are competent in manipulating strategies and situation to ensure optimum effectiveness (Sergiovanni, 1984). Relevant leaders' actions include division of labor, role clarification, proper communication channels, allocating resources (Sergiovanni, 1984), clarifying policies and procedures, budgeting (Bolman & Deal, 1992), informing, monitoring, consulting, delegating (Yukl, 1994), etc. Specifically, the contribution of leadership to strategic management can be summarized as follows:

To Environmental Analysis. The school leaders can facilitate members to handle the techniques for the analysis of school situation and arrange opportunities for members to identify the problems or needs of the school and gather information about the external and internal factors that influence the school.

To Planning and Structuring. The school leaders can arrange resources and opportunities for members to reflect on the finding of environmental analysis, develop school mission and goals, and establish programs, policies and procedures. They ensure role clarity and accountability for every member in the organizational structure.

To Staffing and Directing. The school leaders can provide technical support for members to organize staff induction, job orientation, training, or development programs for colleagues to effectively implement programs and school actions. They allow members to have responsibility and discretion in carrying out work activities, handling problems, and making important decisions to attain school goals. They clarify all the role responsibilities and help them to have relevant competence for personal performance and program implementation, and also provide appropriate co-ordination and communication network for school members to implement the plans.

To Monitoring and Evaluating. The school leaders provide technical support to members in collecting information about school performance with different indicators according to the school plans, program plans, and individual developments. They delegate appropriate members responsible for conducting school self-evaluation, facilitating external inspection, and preparing the school's accountability report and development report. They also ensure the application of the findings of school evaluation to the continuous improvement of the school, programs, and individuals as indicated in the strategic management cycle.

2. The Contribution of Human Leadership

From the human resource perspective (Bolman & Deal, 1991a), an effective school is one characterized by highly motivated individuals who are committed to school objectives from which they derive satisfaction. These individuals are linked together into highly effective work groups. The work groups are characterized by commitment to common objectives, group loyalty, and mutual support (Sergiovanni, 1984). People are primarily motivated by social needs and obtain their basic satisfactions from relationships with others, therefore meaning must be provided in the social relationships of the job (Mayo, 1945). The human leadership thus emphasizes enhancing teachers' commitment, personal growth, and interpersonal relationship. The human leaders support the activities of coaching, training, mentoring, and career counseling, that can be used to increase a person's skills and facilitate his or her job adjustment and career advancement (Yukl, 1994). Therefore, its contribution to the strategic management process is listed as follows:

To Environmental Analysis. The school leaders create or foster an open climate for members to reflect on the problems and needs of the school and ensure that environmental

analysis and problem identification to be conducted in good interpersonal relationship among staff. They encourage participation of all members in the reflection on and analysis of the environmental impacts on the school's future; and ensure that environmental analysis is a positive learning experience for members.

To Planning and Structuring. The school leaders can foster an open climate among staff in discussing and establishing the school mission and goals, and encourage team spirit not only in program planning but also in school planning. They ensure that the planning and structuring activities are opportunities for learning and growth for members.

To Staffing and Directing. The school leaders can recognize the importance of members' participation in the staffing and directing activities and emphasize the development of interpersonal relationship and team spirit in the process. They provide challenges to member's work in accordance with their abilities and stimulate members' creativity and innovation in achieving school goals and activities.

To Monitoring and Evaluation. The school leaders can encourage co-operation, teamwork, and commitment in the process of monitoring and evaluation and cultivate an open climate of learning and development in assessing the performance of individuals, groups, and the whole school. Furthermore they provide praise, recognition, and tangible reward for encouraging outstanding performance at different levels.

3. The Contribution of Political Leadership

In the political perspective, school leaders react to strategic management process in different ways. The concerned issues focus on conflict or tension among different constituencies, interest groups, or organizations; competing interests and agendas; disputes over allocation of scarce resources; games of power and self-interest (Bolman & Deal, 1992). Political leadership contributes to resolving conflicts among teachers or groups. The underlying assumption about politics taken is that school members can be empowered through an understanding of the positive side of politics, where positive politics evolve when individuals choose actions that appeal to higher motives and higher stages of moral judgment (Block, 1987; Burns, 1978). Also, a shared vision can help members recognize that they must work together to create the best solution (Tjosvold, 1992). Since conflict is not going to go away from a school, the question is how individuals and groups can make the best of it (Bolman & Deal, 1991a). Leaders should strive for "win-win" and cooperative solutions and

discouraged those efforts to pursue individual objectives at others' expense (Covey, 1989; Tjosvold, 1992). Under the above assumptions, the contribution of political leadership can be summarized as follows:

To Environmental Analysis. The school leaders can encourage positive attitudes of members to face up to the conflicts in environmental analysis and help members be aware of the environmental impacts on the common interests of all of them. They help members to understand the importance of their consolidation in facing up to the external challenges and internal difficulties. They balance and integrate the diverse interests in identifying the strengths, weaknesses, opportunities, and threats of the school; and facilitate the resolution of conflicts aroused in the process of environmental analysis in a "both win" manner.

To planning and structuring. The school leaders encourage constructive views and attitudes towards the conflict in planning and structuring for school development. They build strong alliance among different parties to support the development of school mission and goals and help members to understand that diversity can be an important asset if they can manage it. They minimize the adverse conflicts between programs in planning and between roles in structuring by encouraging the "win-win" thinking.

To Staffing and Directing. The school leaders manage the conflicts of interests among different parties in a positive way in the staffing process and build consolidation and encourage collaboration among staff in program implementation. They emphasize the common interests of all concerned in solving conflicts and ordaining different actions; and facilitate members to manage differences occurred among groups and individuals using "both win" approach.

To Monitoring and Evaluating. The school leaders minimize the internal and external resistance to the activities of quality assurance in the school through appropriate legitimacy. They build strong support from different constituencies to the implementation of monitoring and evaluation programs and emphasize the common interests and long-term advantages brought from the monitoring and assessing activities to all school members.

4. The Contribution of Cultural Leadership

As cultural leaders, school leaders are inspirational and charismatic to build school culture which transforms the mission, values, and norms of individuals or groups. As Sergiovanni (1984) suggested, leaders' cultural role and symbolic role are important for

excellent school performance. They assume the role of "chief" by emphasizing selective attention and signaling to others what is of importance and value. They also assume the role of "high priest", seeking to define, strengthen, and articulate those enduring values, beliefs, and cultural strands that give the school its unique identity (Sergiovanni, 1984). Specifically, the contribution of cultural leadership is illustrated as follows:

To Environmental Analysis. The school leaders can draw the attention of members to the internal and external changes that affect the school and help them to understand the importance of environmental analysis to the development of the school. They highlight the meanings of the school's strengths, weaknesses, opportunities, and threats for all members and guide the environmental analysis towards a meaningful direction for school development. They ensure that environmental analysis is making sense of what the school is achieving and pursuing.

To planning & structuring. The school leaders focus members' attention to what is most important to the school's future from the findings of the environmental analysis. They envision the school's future and uniqueness and encourage members to pursue school excellence. They help members to establish the school mission and goals and be committed into actualizing them. Furthermore, they raise members' level of awareness and consciousness about the school goals and transcend their own self-interests for the sake of school development in the process of planning and structuring.

To Staffing & Directing. The school leaders articulate the meanings of professional growth and school development in the light of the school's future and act as role models for members by demonstrating high standards of ethical and moral conduct. They ensure staffing and directing as important process for school development of school culture.

To monitoring & evaluating. The school leaders articulate the meaning and importance of monitoring and evaluation to the school's development and future and emphasize the value of these activities to learning and continuous development. They focus members' attention on what is most important to the school's development in the different activities of quality assurance in school; and guide the activities of monitoring and assessment towards meaningful direction for the development of individuals, groups, and the school. Cultural leaders create a culture in the school to encourage members to report problems and mistakes in the process of monitoring and evaluation.

5. The Contribution of Educational Leadership

As educational leaders, the school leaders encourage professional development and teaching improvement, diagnose educational problems, and give professional opinions and guidance to school instructional matters. They stimulate, support and supervise teachers and help them to perform effectively (Grift, 1990). In order to exercise this professional supervisory responsibilities, educational leaders need to have a strong sense of the purpose of schooling given in its neighborhood context, the socio-economic realities of the community, the cultural make-up of its families, and the human potential and social capital such a community represents (Sergiovanni & Starratt, 1993). They are responsible for establishing educational goals, framing and communicating these goals to all school members (Achilles, 1987; Hallinger & Murphy, 1987). The contribution of educational leadership to the strategic management process is listed as follows:

To Environmental Analysis. The school leaders help members to be aware of the social, economical, technological, and political changes affecting education and the internal problems in instructional matters. They help members to identify strengths and weaknesses of the school's educational process; and assess the educational needs of students and the developmental needs of teachers.

To Planning and Structuring. The school leaders facilitate members to establish appropriate educational mission and development goals for students and teachers from the reflection on the external and internal environmental impacts. They ensure the development of school plans and instructional program plans closely consistent with the established educational goals. They also maximize opportunities for student learning and staff development through appropriate structuring.

To Staffing and Directing. The school leaders ensure the fitness of staffing and directing to the educational needs of instructional program plans and structure and the professional development of staff and learning effectiveness of students. They encourage teacher professionalism through appropriate staffing and directing activities.

To Monitoring and Evaluating. The school leaders help members to understand the contribution of monitoring and evaluation to the improvement of the instructional process and

development of staff and become familiar with recent developments in educational evaluation and their applications to enhance educational effectiveness and professional development. They encourage members to link up the monitoring and evaluating process to the educational process and the established instructional goals; and use the educational indicators to monitor and improve the teaching process and educational outcomes.

Conclusion: Implications for School Principals

From the above discussion, we have the following implications for our school principals in both Hong Kong and Mainland China.

1. Shift from Transactional to Transformational Leadership

Currently, our school principals are facing numerous challenges in school management in a changing educational environment. The traditional transactional leadership based on the exchange theory is clearly not sufficient to lead our schools to pursue school effectiveness and educational quality particularly in the coming new century. Transformational leadership which is based on the five leadership dimensions can contribute to initiating and developing the mechanism of strategic management in school and maximizing opportunities for school learning and developing in a changing educational environment. Specifically, principals' transformational leadership can:

- transform the existing physical, psychological and ideological constraints,
- build up new school vision, mission and goals in a challenging and uncertain environment,
- help their schools to develop continuously in the structural, human, political, cultural, and educational aspects and pursue multiple school functions at different levels,
- support individual staff and groups to develop continuously and perform excellently,
- facilitate students to develop and learn more effectively in the new century, and
- as a long term result, transform the world for the better future.

2. Transformational Leadership as Leadership Learning and Development

Obviously, the process of shifting from transactional leadership to transformational leadership is itself a transformational process in which school principals transform themselves and become excellent transformational school leaders. This self transformational process may include the following aspects:

- Transforming what they believe and value in education, management, human development, and school functions to a broader, long term and constructive perspective;
- Transforming what they perceive and feel about the reality and the future of school education to a positive, optimistic and self-efficacy manner; and
- Transforming what they behave and manage to a continuously learning and developing way.

In other words, transformational leadership is also a process of continuous leadership learning and development for school leaders. It is often that we want to transform and develop ourselves before we are able to transform our school members and school environment.

3. A Suggestion: Establishing Principal Centers

Responding to numerous leadership challenges in the rapidly changing environment, many countries have established principal centers to provide systematic and long term support to school principals. Not only many principal centers have been established in the developed countries such as USA and Europe but also in some south Asia countries such as Singapore, Thailand, and Malaysia. I think, there is also a strong need for principal centres for school principals in Hong Kong or in China. These centres can serve the following major functions of leadership learning and development:

- To organize regular seminars, workshops and training courses on principalship, transformational leadership, management of educational change and instructional management for new and experienced principals;

- To bring in frontier knowledge and technology in school management from both local and international contexts;
- To develop professional networks for mutual support among school principals in local community, the region, and the international communities;
- To establish a resource center for accumulating and sharing different types of leadership materials and experiences; and
- To form an alliance to experiment educational innovations and school changes and develop transformational leadership

Finally, I hope, the above proposed ideas and suggestions would give our school principals in both Hong Kong and China some useful insights to face up the numerous leadership challenges and benefit our schools, teachers and students for the future.

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Appendix 1:
Further Explanation of Multiple School Functions in the New Century

(from Cheng, 1996a, Chapter 1, pp.9-12)

Technical/Economic Functions refer to the contribution of schools to the technical or economic developments and needs of the individual, the institution, the local community, the society, and the international community. At the individual level, schools can help students to acquire knowledge and skills necessary to survive and compete in a modern society or a competitive economy, and provide staff job training and opportunity. At the institutional level, schools are service organizations providing quality service; also they serve as a life place or work place of society for clients, employers and all those concerned. At the community and society levels, schools serve the economic or instrumental needs of the local community, supply quality labor forces to the economic system, modify or shape economic behaviors of students (future customers and citizens) (McMahon, 1987), and contribute to the development and stability of the manpower structure of the economy (Hinchilffe, 1987). At the international level, school education supplies the high quality forces necessary in international competitions, economic cooperation, earth protection, and technology and information exchange.

Human/social functions refer to the contribution of schools to human developments and social relationships at different levels of the society. As indicated in nearly all formal education goals, at the individual level schools help students to develop themselves psychologically, socially, and physically, and help them develop their potential as fully as possible. At the institutional level, a school is a social entity or social system composed of different human relationships. The quality of social climate and relationships in it often determines the quality of work life and learning life for teachers and students. At the community and society levels, according to the perspective of Functionalism schools serve the social needs or functions of the local community, support social integration of multiple and diverse constituencies of society, facilitate social mobility within the existing class structure, reinforce social equality for all people of different backgrounds, select and allocate competent people to appropriate roles and positions, and contribute to social change and development in the long run (Cheng, 1991a). From the alternative view of the Conflict Theory, it is possible that schools reproduce the existing social class structure and perpetuate social inequality (Blackledge & Hunt, 1985). Due to the growing global consciousness (Beare & Slaughter, 1993), schools are expected to play an important role in preparing students for international harmony, social cooperation, global human relationship, and elimination of national, regional, racial, and gender biases at the international level such that both the local community and the international community can benefit in the long run.

Political functions refer to the contribution of schools to the political developments at different levels of society. At the individual level, schools help students to develop positive civic attitudes and skills to exercise the rights and responsibilities of citizenship. At the institutional level, schools act as a place for systematically socializing students into a set of political norms, values and beliefs, or for critically discussing and reflecting on the existing political events. Schools often become a political coalition of teachers, parents, and students

that can contribute to the stability of the political power structure. At the community and society levels, schools play an important role to serve the political needs of the local community, legitimize the authority of the existing government, maintain the stability of political structure, promote awareness and movement of democracy, and facilitate the planned political developments and changes (Thomas, 1983). The growing awareness of international dependence reinforces the need for the contribution of school education to international understanding, global common interest, international coalitions, peace movements against war, and elimination of conflicts between regions and nations. It seems that the political functions of schools should also be important at the international level for the benefit of the world.

Cultural functions refer to the contribution of schools to the cultural transmission and development at different levels of society. At the individual level, schools help students to develop their creativity and aesthetic awareness and to be socialized with the successful norms, values, and beliefs of society. At the institutional level, schools act as a place for systematic cultural transmission to and reproduction of the next generation, cultural integration among the multiple and diverse constituencies, and cultural re-vitalization from the outdated poor traditions. At the community and society levels, schools often serve as a cultural unit carrying the explicit norms and expectations of the local community, transmit all the important values and artifacts of the society to students, integrate the diverse sub-cultures from different background, and revitalize the strengths of the existing culture such that the society or the nation can reduce internal conflicts and wastage and build up a unifying force for national benefits. Of course, the Conflict Theory provides an alternative view that for different classes of the society, schools socialize students with different sets of values and beliefs--different cultural capital such that some people may benefit more from the prestige cultural capital but some suffer from the poor culture (Apple, 1982; Cheng, 1991a; Collins, 1971; Giroux, 1981). In other words, schools reproduce and perpetuate cultural inequality within the society. Obviously, Functionalism and Conflict Theory have different views on the cultural functions of schools at the society level. At the international level, schools can encourage appreciation of cultural diversity and acceptance of different norms, traditions, values, and beliefs in different countries and regions, and finally contribute to the development of global culture through integration of different cultures.

Education functions of schools refer to the contribution of schools to the development and maintenance of education at the different levels of society. Traditionally, education is often perceived as only a means for achieving the economic, social, political, and cultural values and goals. Due to the rapid development and change in nearly every aspect of the world, people begin to accept education in itself as an important value or goal. Education represents learning and development. Like economics, politics, culture, and social relationship, education becomes a necessary component of our life particularly in an era of great change and transformation. The content, system, and structure of education need to be developed and maintained. At the individual level, it is important for schools help students to learn how to learn and help teachers to learn how to teach. Also, facilitating teachers' professional development is one of the key education functions at this level. At the institutional level, schools serve as a place for systematic learning, teaching, and disseminating knowledge, and as a center for systematically experimenting and implementing educational changes and developments. At the community and society levels, schools provide service for different educational needs of the local community, facilitate developments of education professions and education structures, disseminate knowledge and information to

the next generation, and contribute to the formation of a learning society. In order to encourage mutual understanding among nations and build up "a global family" for the younger generation, schools can contribute to the development of global education and international education exchange and cooperation. At the international level, schools can make an important contribution to education for the whole world.

Appendix 2:
Illustrations of Findings of Some Leadership Research in Hong Kong

Appendix 2 A:

The Profiles of Four Leadership Styles of HK Aided Secondary Schools (Cheng, 1991)

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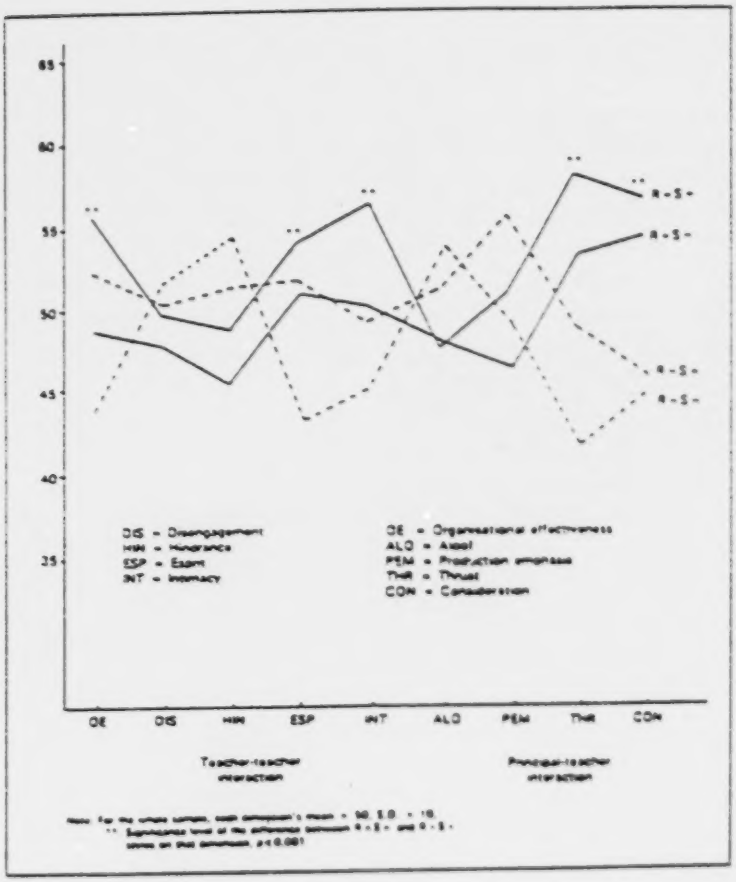

Figure 1.
Profiles of the Four Leadership Styles

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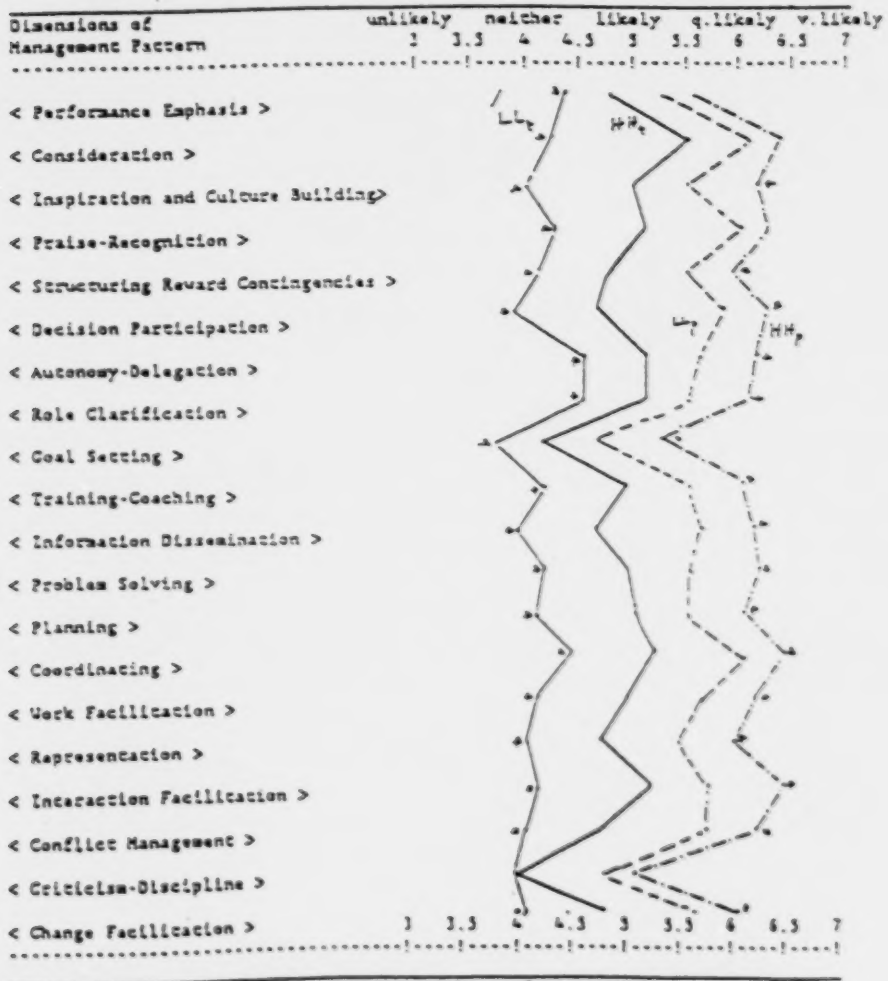
Appendix 2B:

The Management Profiles of High PTR Satisfaction and Low PTR Satisfaction Aided Secondary Schools (Chan, Cheng, & Hau, 1991)

FIGURE 4
PROFILES OF MANAGEMENT PATTERN
(Grouping based on Teachers and Principals' Composite Satisfaction)



HHc - management pattern perceived by teachers of the Hc_Hp type schools
HHp - management pattern perceived by principals of the Hc_Hp type schools
LLc - management pattern perceived by teachers of the Lc_Lp type schools
LLp - management pattern perceived by principals of the Lc_Lp type schools
• indicates the significant difference between the Lc_Lp type group and the Hc_Hp group in that dimension of perceived management

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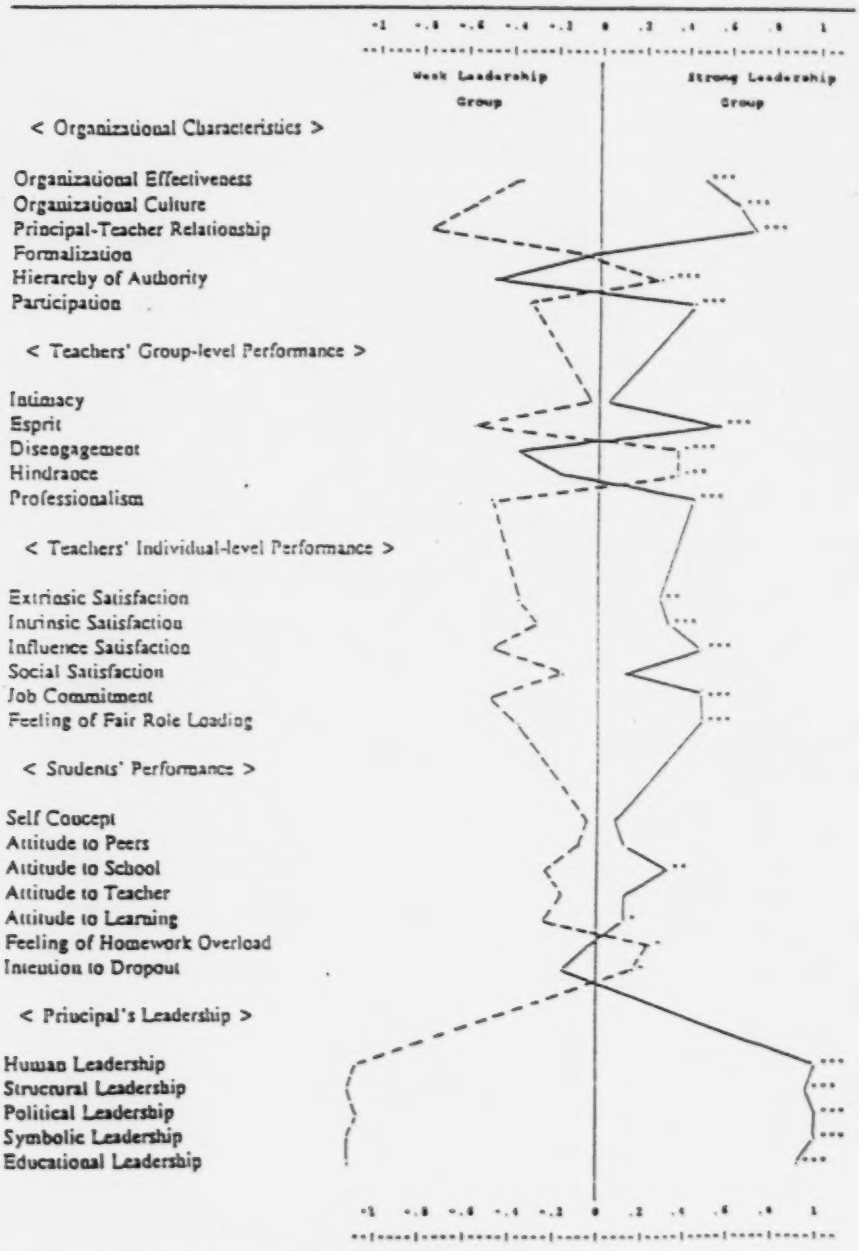
Appendix 2C:

The School Profiles of Strong and Weak Principal Leadership in Hong Kong Primary Schools (Cheng, 1994)



* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$; All scores are Z-scores;
No. of Principals in the Weak Leadership or Strong Leadership Group = 52.

Fig. 1. Profiles of weak leadership and strong leadership.

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